

Miss Barnes
60 Warren St

THE

COMMON SCHOOL JOURNAL.

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OUR OBITUARY NOTICE OF THE LATE DAVID P. PAGE.

To all who are acquainted with the circumstances which called forth the following letter, the letter itself sufficiently explains its object. On the other hand, we would say to all those who are not acquainted with the circumstances which gave occasion to the letter, that the less they know of them the better they will think of human nature. If necessary, we could obtain testimony like this which Mr Howard has volunteered to give, from a dozen others who have heard Mr Page's declarations on the subject.—[Ed.]

THETFORD, June 16, 1848.

HON. HORACE MANN,

MY DEAR SIR,—I recently read, in the April number of the Common School Journal your beautiful tribute to the memory of my lamented friend, Mr. Page, so long and so intimately associated with me in the Newburyport Latin and English High School. About the same time a friend sent me an anonymous handbill published in Boston, in which you are described as being in this very obituary notice "A MALIGNER OF THE DEAD." In it you are denounced for presuming to write his obituary, your motives are impeached, and your veracity called in question. What you declare that Mr. Page said in regard to the proposal made to him by a member of a certain School Committee, is there pronounced "a fabrication, as false as it is malicious, and its paternity ascribed to yourself." With my knowledge of what Mr. Page actually said, I cannot feel that I should do rightly to let this grave accusation, so boldly brought against you, *of inventing this story for the worst of purposes*, go uncontradicted.

I have heard Mr. Page repeatedly make substantially the same statement in regard to the Committee man, which you ascribe to him, though I may not recollect the exact phraseology and the minute particulars. I do, however, very well remember the man, and the substance of what Mr. P. said took place at the interview alluded to. The writer of the handbill has made it unnecessary to call any names.

A love of truth and a reverence for what is right, lead me to make this statement. I do it as a simple act of justice to yourself,—one, which I should think I had a right to expect from you or any other friend, if, like yourself, I should be falsely or unjustly accused.

The perfect rule is, "As ye would that men should do to you, do ye even so to them."

This rule forbids me to remain silent.

Very respectfully and truly, your friend,

ROGER S. HOWARD.

MENTAL ARITHMETIC.

[For the Common School Journal.]

The general law for the squaring of any number whatever, is expressed in the formula $(a + b)^2$ in which a and b express certain parts into which the number may be divided. We will consider some particular cases, assigning certain values to a .

First, as a preliminary step, let the scholar learn the squares of all numbers up to 25; these squares he may learn by receiving them from the teacher; if now these are learned *thoroughly*, we will proceed to those larger.

Let there be given a number to square larger than 25; it can always be separated into two parts, 25 and a remainder b . Let $a=25$, N =the number; then $N=(a + b)$, $N^2 = (a + b)^2 = a^2 + 2 a b + b^2$. Take now a number n less than 25 by b ; then $n = (a-b)$, $n^2 = (a-b)^2 = a^2 - 2 a b + b^2$ and, $(N^2 - n^2) = 4 a b$. But $4 a = 100$, $\therefore (N^2 - n^2) = 100 b = b \times 100$, or, the difference of the two squares is equal to as many hundreds as there are units in the difference between the given number and 25. Then if there be given a number to square greater than 25, *take the square of the number as much less than 25 as the given number is greater, and to this number add the square of the difference between the given number and 25, plus the product of 100 multiplied by said difference.*

EXAMPLES.

What is the square of 27? $27=25+2$. $25-2=23$. $23^2=529$, add $200=729$.

What is the square of 29? $29=25+4$. $25-4=21$. $21^2=441$, add $4 \times 100=841$.

What is the square of 33? $33=25+8$. $25-8=17$. $17^2=289$, add $8 \times 100=1089$.

The above formula is true for any number whatever, yet it is better to adopt a different course when the number, less than 50, is nearer 50 than 25.

Let $a=50$. Take a number N less than 50 by b , or $N=(a-b)$. By subtraction, we find the difference of the squares of a and $(a-b)$ to be $2 a b - b^2$. This difference, as $2 a=100$, equals $b \times 100 - b^2$; if this difference be taken from a^2 we have

the square of N , or, since $a^2=2500$, to square a number less than 50,—*from 2500 take as many hundreds as there are units in the difference between the given number and 50, and to this remainder add the square of the difference between the given number and 50.*

EXAMPLES.

What is the square of 48? $48=50-2$. $2500-2 \times 100=2300$, add $2^2=2304$.

What is the square of 43? $43=50-7$. $2500-7 \times 100=1800$, add $7^2=1849$.

What is the square of 37? $37=50-13$. $2500-13 \times 100=1200$, add $13^2=1369$.

Again, considering the square of the formula $(a+b)$ in reference to numbers greater than 50 and less than 75, a being equal to 50, $2a$ in this case equals a hundred, and, [as $a^2=2500$, $2ab=(b \times 100)$], the square of a number greater than 50 is obtained by adding to 2500 as many hundreds as there are units in the difference between the given number and 50, plus the square of that difference.

EXAMPLES.

What is the square of 53? $53=50+3$. $53^2=2500+300+9=2809$.

What is the square of 58? $58=50+8$. $58^2=2500+800+64=3364$.

What is the square of 66? $66=50+16$. $66^2=2500+1600+256=4356$.

Returning once more to our formula $(a-b)^2$, let this time $a=100$ and $(a-b)$ any smaller number. The difference between the squares of these two numbers is $2ab-b^2$. This time, $a^2=100^2$, then $2ab=2b \times 100$ and $a^2=100 \times 100$. Then we may get the square of the number smaller than one hundred by subtracting twice as many hundreds from a hundred hundreds as there are units in the difference of the given number and 100, and to this remainder add the square of that difference; or, since $[(a-b) \times 100 - (b \times 100)] = (a-2b) \times 100$, and $(a-b)$ is less than a by b , we have the following rule for squaring numbers less than 100,—*from the given number subtract the difference between the given number and one hundred, consider the remainder as so many hundreds, and to this number add the square of that difference.* B. N. S.

[From the Boston Atlas of June 20, 1848.

LETTER FROM THE HON. HORACE MANN.

The following beautiful letter from Hon. Horace Mann, was addressed to the Chairman of the Sub-Committee of the Quincy School, in answer to an invitation to be present at its recent dedication, and was read by the Mayor on that occasion.—[*Ed. Atlas.*

WASHINGTON, D. C., June 21, 1848.

DOCT. T. M. BREWER;—

DEAR SIR: In answer to your kind invitation to be present at the Dedication of the Quincy School house, on Monday next, I am compelled to give a negative reply. It is a case, however, where inclination struggles vigorously against duty; for I do earnestly desire to see another of those admirable models of school-house architecture, which are at once an honor to your city and an example to the world.

I had the pleasure to be present at the late Dedication of the Hancock Schoolhouse, and I understand that the plan of the Quincy is substantially the same. If I am correct in this supposition, then I would add that these two school-houses come nearer to my idea of a perfect school edifice, for a large city, than any other I have ever seen in this country. I mean the plan of a large building, with small apartments.

I am aware that these schoolhouses are expensive; but was there not much justness and propriety in the idea of the old Romans, during the better days of the Republic, that public buildings should be magnificent, because they represent the power and majesty of the people; but that private ones should be simple and unostentatious, because it would seem arrogant and presumptuous for a private citizen to attempt to surpass or outshine the sovereign State. Why then should not the edifices erected for our public schools be at least as good as those which private citizens erect for themselves; Why should the largest tax payer complain, so long as the building which represents some of the highest and dearest interests of the community is no better than the one which he builds for his own private accommodation? At any rate, why should not the house for the public school,—where the great mass of those children are to be educated, who will hereafter constitute the public itself,—be as noble a structure, as amply furnished, and as beautifully finished, as the private school-house, which is erected only for the accommodation of here and there a family? I can see no reason. While a few of the most wealthy individuals, then, do prepare beautiful apartments, to be occupied as school rooms for their own children; while they furnish them in the most liberal manner, and provide able teachers to preside therein; it seems to me, they do but authorize and encourage, and provoke the community at large, to prepare buildings equally good, and provide equipments equally generous, and teachers equally qualified, for the children who are hereafter to be—the Commonwealth itself. It is a pity, indeed, if the city, in its aggregate capacity, cannot maintain a successful rivalry, for so noble an object, with a few of the citizens that belong to it.

I do not mean to say by this, that I would advocate or justify any competition which would incur one cent of unnecessary or superfluous expense; but only so much as would directly tend to improve the mind, the manners and the morals of the rising generation.

Could I be present at the dedication of your new building, and were I called upon to address the children there assembled, I would make the beauty and perfectness of the house itself, my text or theme. While these children are examining it, and admiring its elegance and adaptation, may we not suppose that there are angels and good spirits looking down upon them, and anxiously inquiring whether their hopes, their purposes, their resolutions in regard to study and demeanor, are such as are fit and appropriate for the house they are to occupy. Can these children feel one emotion of delight at the beauty of the house, without feeling also that they themselves, in conduct and in character, should be worthy to dwell in it? How sad if the beauty of the house were to be changed into deformity by the misconduct of its occupants. The house is but the casket; the scholars are the gems which should enrich and adorn it.

The idea of the beautiful is strongly exciting and attractive even to the instincts of the young. But in seeking for the beautiful in earthly things, there is always a limit, beyond which the most skilful and ingenious cannot go. When the lapidary has polished the diamond to perfect smoothness, all further effort only abrades the surface, without increasing the splendor. When the statue has been wrought into an exact resemblance to its archetype, another stroke of the sculptor's chisel may obliterate the likeness; the painter may reach a point of finish in his landscape or his portrait, where another touch would conceal more beauty than it would create. In all the imitative arts, an exact resemblance is the perfection of skill; and human genius here finds its goal,—a limit which it cannot transcend.

But there is one object infinitely different from all these. There is one substance always susceptible of further perfection. There is one flower which can be made to unfold ever renewing and ever varying beauty and loveliness. This is the mind, the heart, the soul of man. Here the most perfect may be perfected, the brightest made more refulgent, and the most beautiful beautified. In this sphere of labor, the effort is not vain to 'gild refined gold, to paint the lily, to throw a perfume on the violet, and add another hue unto the rainbow.' The soul will never be so bright and glorious but that it may be made to radiate still purer and brighter splendors. It will never be so grand and majestic, but that it may be made still more grand and imperial. It will never be so lovely or so holy but that it may put forth new charms, and go on to greater and greater sanctity. The mind, then, the heart, the soul, are what the children of the Quincy School should, first of all, chiefest of all, and forever, strive to beautify, ennoble and perfect.

Very truly and sincerely,

Yours, &c.

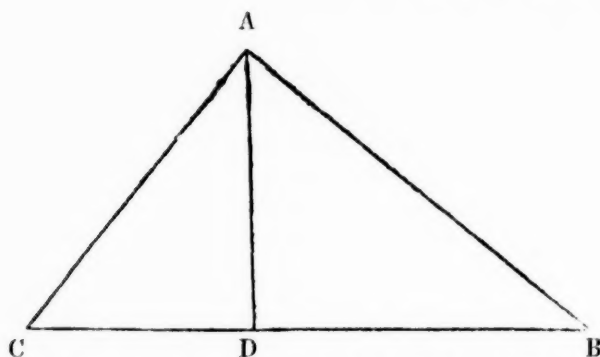
HORACE MANN.

EUCLID'S FORTY-SEVENTH PROPOSITION, BOOK FIRST.

MR. EDITOR,—The following is a new way of demonstrating the 47th Proposition of the 1st Book of Euclid's Elements. From its simplicity, it may not be uninteresting to some of the readers of the "Journal." Although reference is made to Euclid's Elements, those who are conversant with Legendre will admit the several premises.

Yours, Respectfully,

JAMES W. EDGERLY.



Required : to prove $CA^2 + BA^2 = CB^2$.

The right-angled triangle CAB is divided by the perpendicular AD into triangles, similar to each other, and each similar to the whole triangle, (S. 6 Euc.) Therefore, $CB : CA :: CA : CD$, (13. 6). And $CA^2 =$ the rectangle CB. CD ; because the square of the means equals the product of the extremes, (16, 6.) Again, $CB : BA :: BA : BD$; therefore, $BA^2 = CB, BD$. Therefore, $CA^2 + BA^2 = CB. CD + CB. BD = CB^2$ (2. 2.)

The enunciation of the 2d of the 2d Book of Euclid's Elements, is as follows : THEOR. *If a straight line be divided into any two parts, the rectangles contained by the whole and each of the parts, are together equal to the square of the whole line.*

One of the "West Newton Normal School Girls" suggests that, instead of referring to the 2, 2 of Euclid, the proof might be completed thus : $CA^2 + BA^2 = CB. CD + CB. BD = CB (CD + DB) = CB^2$.

We have no means of access to Mr. Edgerly, or parliamentary courtesy would require that we should ask him "if he adopts the amendment."

THE PROGRESS OF COMMON SCHOOLS. (*Communicated.*)

Within a few weeks the newspapers have recorded the dedication of two new Grammar Schoolhouses in Boston, for the Hancock and the Quincy schools, and two new houses for the High School of Cambridge, and the High School of Charlestown. These buildings are all of the first class, and so superior to anything known before the revival of free schools, which is coeval with the establishment of our Board of Education, that the Rev. Mr. Stearns of Cambridge justly remarked, "that the erection of such a building as their High

Schoolhouse, would, a few years ago, undoubtedly have excused a committee from public service the ensuing year, if it had not immediately consigned them to the Asylum for the Insane at Charlestown." At each of the dedications there were appropriate exercises, altogether superior in interest to those of years not long passed, showing distinctly that the municipal authorities and the citizens are beginning fully to appreciate the immense importance of general education.

Perhaps the Journal has been neglectful in noticing the dedications alluded to, but it is too late now to do justice to them, and as an account of one will give a good idea of the rest, and will abundantly exhibit the utility of the judicious labors of our Board of Education, whose first serious act was a Report on Schoolhouses, in which the prevalent defects were pointed out, and improved plans prescribed, we have selected the last. The Cambridge Chronicle of June 29, contains a particular account of the dedication of the new high schoolhouse, and we shall extract a number of the passages of general interest, regretting that we cannot transfer the whole, even the parts that are purely local, to our limited columns.

After a description of the Schoolhouse, we are told that the Lord's prayer was chanted by about a hundred scholars; then Alderman Whitney, in a neat address, delivered over the building to the School Committee. The prayer of Dedication was then offered by the Rev. N. Hoppin, after which the Mayor, Mr. Willard, addressed the audience, and, among other appropriate remarks, he spoke of "the great improvements in the construction of schoolhouses in Cambridge and its vicinity, as combining with more ample room the best mode of seating the pupils, and of ventilating the apartments, thus aiming to preserve a sound body, as the best habitation for a sound mind.

In regard to the amount of money raised for instruction and for the current expenses of the schools, exclusive of buildings, he remarked that, in the last ten years, it had increased vastly beyond the increase of population. He regarded this as a demonstration of the general interest felt in education, whatever differences there may be in respect to the degree of education afforded to the mass of pupils. Whatever might be thought of the tendency to teach too much to too many persons, the system of free Public Schools is based on equality, giving like opportunities for all.

"He alluded to the indiscriminate charge often thrown out against the schools, of want of religious and moral culture; of crowding the intellect and suffering the heart, the moral man, to run waste; and suggested that the censure might lie sometimes, perhaps, with greater weight on domestic neglect, the neglect of parents from whom children received their earliest and most enduring impressions for good or evil. Teachers of schools are not intended to be teachers of theology,

but what is taught is good and of good tendency. Reverence for the Scriptures is shown by the reading of select portions from the Bible. Moral lessons are read from class books. In the government of the school, order is enforced, respectful behavior to teachers and visitors, and kindness to one another; truth is encouraged and falsehood is punished. Thus, good teachers, by their example and the use of fitting occasions and opportunities, in fact, if not in form, inculcate the Christian virtues."

It is clearly the opinion of his Honor, that much useful religious instruction may and ought to be given in our public schools, notwithstanding the denunciations of some who pretend that, because their ultra doctrines are not taught, all religious instruction is excluded.

After speaking of the early schools of Cambridge, the Rev. Mr. Stearns, Chairman of the High School Committee, gave the following statistics of the increase of the schools and scholars within four years. He said, "These schools increased gradually, but, taking a course of years together, not rapidly, till after the era of new school buildings commenced in 1832. At the time of my settlement as a clergyman, in this place in December, 1831, the school statistics (without vouching for perfect accuracy) must have stood something like this :

Old Cambridge, 2 schoolhouses, 2 school-rooms, 2 teachers and perhaps 100 scholars.

Cambridgeport, 2 schoolhouses, 3 school-rooms, 3 teachers, and perhaps 160 scholars.

East Cambridge, 2 school-houses, 3 school-rooms, 3 teachers, and perhaps 140 scholars.

Making in all some 6 schoolhouses, 8 school-rooms, 8 teachers, and about 400 scholars.

At the present time, we have in Old Cambridge, 3 school-houses, 6 rooms, 8 teachers, 377 children.

Cambridgeport, 9 schoolhouses, 17 rooms, 23 teachers, 1058 children.

East Cambridge, 5 schoolhouses, 12 rooms, 12 teachers, 701 children.

One teacher of music.

Making in the whole, 17 schoolhouses, 35 rooms, 44 teachers, 2136 children.

During this time, it is true, the population has more than doubled, but the interest taken in the schools, and their progress has much more than tripled or quadrupled."

Will those who deny that the establishment of the Board of Education has had any thing to do with the resuscitation and reformation of our schools, account in some other way for this prodigious increase and improvement. The same Rev. gentleman also made the following just remarks on the nature, extent and benefit of common school education.

"This school is intended to carry forward and complete the education of our children—I mean complete, as far as it goes,—for *education* never can be completed. It is a work which extends beyond the school room into active life, all through time into eternity. It is the destiny of good minds to improve forever. They will go on rising, expanding, increasing in true wisdom as the endless ages pass along, and their progress will be co-eternal with the eternity of God. We wish to begin right with the young in their earliest years, and to carry them forward in this school till they are prepared for service and usefulness in society, and the good beginnings of immortal advancement are firmly laid. We wish to attend here to the proper development of their faculties, to see that these unfold themselves in just proportions, and that our children are qualified to meet the demands of the age and devote their powers to life's best ends.

"We hope also, Mr. Mayor, from this school an advantage to the adult community. The benefits of an institution like this do not terminate with the children. By a reflex influence, they return to the families from which our children come. It is no unheard of thing for a rough, hard, uneducated man to be mellowed and transformed by the influences which his children and his children's children bring home from the churches and the schools. A good school often excites the adult mind; it awakens interest in education, and promotes improvement. If this school fulfils our expectations, it will be to the community a moral and intellectual sun throwing light into every dwelling."

After Mr. Stearns had concluded, a hymn was sung by the pupils, and the Mayor then stated that the President of Harvard College was present, and would, he hoped, favor the company with some remarks. This distinguished gentleman, statesman and scholar, to the great joy of the audience, accepted the invitation, and, in his peculiarly graceful manner, and in the happiest terms, arose and said:

"May it please your Honor, I rise, in obedience to your call, to express my sympathy with you and our friends around, on this interesting occasion; but without having it in my power to add anything of importance to what has been so appropriately said by you and other gentlemen who have preceded me. Connected as I am with another place of education, of a kind which is commonly regarded as of a higher order, it is in this connexion, that I learn more deeply to feel and appreciate the importance of good schools. I am not so ignorant of the history of our Fathers, as not to know, that the spirit, which founded and fostered Harvard College, is the spirit which has founded and upheld and will continue to support and cherish the schools of New England. I know well, sir, that Universities and Colleges can neither flourish nor even stand alone.

You might as well attempt to build your second and third stories in the air, without a first floor or a basement, as to have collegiate institutions without good schools for preparatory education, and for the diffusion of general information throughout the community. If the day should ever come, which I do not fear in our beloved country, when this general education shall be neglected, and these preparatory institutions allowed to perish :—if the day should ever come, of which I have no apprehension, when the schools of New England shall go down, depend upon it, sir, the Colleges will go with them. It will be with them, as it was with the granite warehouses, the day before yesterday, in Federal street, in Boston ; if the piers at the foundation give way, the upper stories will come down in one undistinguished ruin.

I anticipate no such disaster, Mr. Mayor, though it must be admitted that we live in an age of revolutions, of which every steamer brings us some fresh and astonishing account. But our revolutions are of a more auspicious character, and it occurred to me as I was coming hither with your worthy associate (Mr. Whitney,) and your respected predecessor (Mr. Green,) to whom we have just listened with so much pleasure, that we were traversing a region, in which a more important revolution commenced no very long time since, and is still in progress,—far more important for us and our children,—than any of those which have lately convulsed the Continent of Europe. I do not now refer to the great political and historical events of which this neighborhood was the theatre ; of which the monuments are in sight from these windows, but to a revolution quiet and silent in its origin and progress, unostentatious in outward manifestation, but imparting greater change and warranting brighter hopes for most of those who hear me,—for our young friends before us,—than any of the most startling events that stare upon us in capitals in the columns of the newspapers, after every arrival from Europe. The Reverend Mr. Stearns has beautifully sketched some of the most important features of this peaceful revolution. * * * * *

“There is certainly nothing in which the rapid progress of the country is more distinctly marked than in its schools. It is not merely their multiplication in numbers, but their improvement as places of education. A school forty years ago was a different affair from what it is now. *The meaning of the word is changed.* A little reading, writing, and ciphering, a very little grammar ; and, for those destined for college, a little Latin and Greek, very indifferently taught, were all we got at a common town school in my day. The range was narrow, the instruction superficial. In our modern school system, taking it as a whole composed of its several parts in due gradation,—viz. the primary, the district, and the High School,—the fortunate pupil not only enjoys a very thorough course of instruc-

tion in the elementary branches, but gets a good foundation in French, a good preparation for college, if he desires it, according to the present advanced standard of requirement; a general acquaintance with the applied Mathematics, the elements of natural philosophy, some suitable information as to the form of government and political system under which we live, and no inconsiderable practice in the noble arts of writing and speaking our mother tongue.

It might seem, at first, that this is too wide a circle for a school. But the experience of our well conducted schools has abundantly shown that it is not too extensive. With faithful and competent teachers and willing and hearty learners, all the branches I have named and others I have passed over can be attended to, with advantage, between the ages of four and sixteen years.

Such being the case, our School Committees have done no more than their duty in prescribing this extensive course, and furnishing to master and pupils the means of pursuing it. I cannot tell you, sir, how much I have been gratified at hastily looking into the alcove behind us. As I stepped into it this morning, Mr. Smith, the intelligent master of the school, pointed out to me the beautiful electrical machine behind the door, with the just remark that my venerable predecessor, President Dunster, would not have known what it was. No, sir, nor would the most eminent philosopher in the world before the time of Franklin. Lord Bacon would not have known what it was, nor Sir Isaac Newton. Mr. Smith reminded me of the notion of Cotton Mather (one of the most learned men of his day,) that lightning proceeded from the Prince of the Air, by which he accounted for the fact that it was so apt to strike the spires of churches. Cotton Mather would have come nearer the truth, if he had called it a shining manifestation of the power and skill, by which the Great Author of the Universe works out some of the mighty miracles of creation and nature. And only think, sir, that these newly discovered mysteries of the material world, unknown to the profoundest sages of elder days, are so effectually brought down to the reach of common schools in our day, that these young friends, before they are finally dismissed from these walls, will be made acquainted with not a few of the wonderful properties of the subtle element, evolved and condensed by that machine, and which recent science has taught to be but different forms of one principle, whether it flame across the heavens in the midnight storm; or guide the mariner across the pathless ocean; or leap from city to city across the continent as swiftly as the thought of which it is the vehicle; and which, I almost venture to predict, before some here present shall taste of death, will, by some still more sublime generalization, be identified with the yet hidden principle which thrills through the nerves of animated beings, and binds life to matter, by the ties of sensation.

"But while you do well, sir, in your High school to make provision for these studies, I know that, as long as it remains under your instruction, the plain, elementary branches will not be undervalued. There is perhaps a tendency in that direction in some of our modern schools, but I venture to hope it will not be encouraged here. I know it is not to be the province of this school to teach the elements ; but I am sure you will show that you entertain sound views of their importance. I hold sir, that to read the English language well, that is, with intelligence, feeling, spirit, and effect ;—to write with despatch, a neat, handsome, legible hand, (for it is, after all, a great object in writing to have others able to read what you write,) and to be master of the four rules of Arithmetic, so as to dispose at once with accuracy of every question of figures which comes up in practical life ;—I say I call this a good education ; and if you add the ability to write grammatical English, with the help of very few hard words, I regard it as an excellent education. These are the tools ;—you can do much with them, but you are helpless without them. They are the foundation ; and unless you begin with these, all your flashy attainments, a little natural philosophy, and a little mental philosophy, a little physiology and a little geology, and all the other OLOGIES AND OSOPHIES, are but ostentatious rubbish.

There is certainly no country in the world in which so much money is paid for schooling as in ours. This can be proved by figures. I believe there is no country where the common schools are so good. But they may be improved. It is not enough to erect commodious school houses ; or to compensate able teachers, and then leave them, masters and pupils, to themselves. A school is not a clock which you can wind up and then leave it to go of itself. It is an organized living body ; it has sensibilities ; it craves sympathy. You must not leave the School Committee to do all the work. Your teachers want the active countenance of the whole body of parents,—of the whole intelligent community. I am sure you, Mr. Smith, would gladly put up with a little injudicious interference in single cases, if you could have the active sympathies of the whole body of parents to fall back upon in delicate and difficult cases, and to support and cheer you under the burthen of your labors, from day to day. I think this matter deserves more attention, than it has received ; and if so small a number as twentyfive parents would agree together, to come to the school, each in his turn, but once a month, it would give your teacher the support and countenance of a parent's presence every day, at a cost to each individual of ten or eleven days in the year. Would not the good to be effected be worth the sacrifice ?

I have already spoken too long, Mr. Mayor, and will allude to but one other topic. In most things, as I have said, connected with education, we are incalculably in advance of other days :—in some, perhaps we have fallen below their standard.

I know, sir, old men are apt to make unfavorable contrasts between the present time and the past ; and if I do not soon begin to place myself in that class, others will do it for me. But I really think that in some things, belonging, perhaps, it will be thought to the minor morals, the present promising generation of youth might learn something of their grandfathers, if not their fathers. When I first went to a village school, sir,—I remember it as yesterday ;—I seem still to hold by one hand for protection, (I was of the valiant age of three years) to an elder sister's apron ;—with the other I grasped my primer, a volume of about two and a half inches in length, which formed then the sum total of my library, and which had lost the blue paper cover from one corner, (my first misfortune in life ;) I say it was the practice then, as we were trudging along to school, to draw up by the road side, if a traveller, a stranger, or a person in years, passed along, "and make our manners," as it was called. The little girls curtsied, the boys made a bow ; it was not done with much grace, I suppose : but there was a civility and decency about it, which did the children good, and produced a pleasing impression on those who witnessed it. The age of village chivalry is past, never to return. These manners belong to a forgotten order of things.—They are too precise and rigorous for this enlightened age. I sometimes fear the pendulum has swung too far in the opposite extreme. Last winter I was driving into town in a carriage closed behind, but open in front. There was in company with me, the Rev. President Woods, of Bowdoin College, Maine, and that distinguished philanthropist and excellent citizen, Mr. Amos Lawrence.—Well, sir, we happened to pass a school house, just as the boys (to use the common expression) were "let out." I suppose the little men had just been taught within doors something of the laws, which regulate the course of projectiles, and determine the curves in which they move. Intent on a practical demonstration, and tempted by the convenient material, I must say they put in motion a quantity of spherical bodies, in the shape of snow balls, which brought the doctrine quite home to us way-farers, and made it wonderful that we got off with no serious inconvenience, which was happily the case. This I thought was an instance of free and easy manners, verging to the opposite extreme of the old fashioned courtesy, which I have just described. I am quite sure that the boys of this school would be the last to indulge in an experiment attended with so much risk to the heads of innocent third persons.

Nothing remains, sir, but to add my best wishes for teachers and pupils ;—You are both commencing under the happiest auspices. When I consider there is not one of you, my young friends, who does not enjoy gratuitously the opportunity of obtaining a better school education, than we could have bought, Mr. Mayor, when we were boys, with the wealth of the Indies, I cannot but think that each one of you, boys and girls, will be

ready to say with grateful hearts, the lines have fallen to me in pleasant places ; Yea, I have a goodly heritage."

We have printed one whole paragraph in italic type, because we think it expresses excellently well one of the most important considerations that can be addressed to teachers and school committees. We should like to see the words printed in golden characters of the largest size, and hung up in every school house of the Commonwealth.

An original hymn written for the occasion was then sung ; the Mayor then gave up the school to the Committee, and the Chairman committed it with much feeling to Mr. Smith, the principal teacher, who, briefly, but in very neat terms, accepted the charge, and in conclusion having been highly complimented by President Everett, adroitly returned the compliment by remarking, that "in his boyhood, while laboring hard to acquire an education, he became the proud owner of a handsome octavo, entitled "Everett's Orations," no inconsiderable portion of which he committed to memory. He could not better conclude, than by reciting an extract which this occasion brought fresh to his recollection. "Let the pride of military glory belong to foreign nations ; let the refined corruptions of the older world attract the traveller to its splendid capitals ; let a fervid sun ripen for others the luxuries of a tropical clime. Let it be ours to boast that we inherit a land of liberty and light ; let the school-house and the church continue to be the landmarks of the New England village ; let the son of New England, whithersoever he may wander, leave that behind him which shall make him homesick for his native land. Let freedom, and knowledge, and morals, and religion, as they are our birth-right, be the birth-right of our children to the end of time."

The exercises were closed by the singing of a benediction hymn to the tune of Old Hundred, in which all present joined. The company left reluctantly, having spent three hours so profitably and pleasantly that the time passed unawares. The highest expectations have been raised in regard to the school, and we hope they may be more than realized.

TITLES.—Some years ago there was a young English nobleman figuring away at Washington. He had not much brains, but a vast number of titles, which, notwithstanding our pretended dislike for them, have on some the effect of tickling the ear amazingly. Several ladies were in debate, going over the list ; the Lord Viscount so and so, Baron of such a country, &c.

"My fair friends," exclaimed the gallant Lieut. N—, "one of his titles you appear to have forgotten."

"Ah!" exclaimed they eagerly ; "what is that?"

"*Barren of Intellect!*" was the reply.

The following are among the rules and regulations lately adopted by the School Committee of Quincy, in Massachusetts :

RULE 8. It shall be the duty of the instructors to exercise as far as practicable, a general oversight and care of their pupils, out of school, as well as within its walls. They shall exert their influence to prevent all quarrelling and disagreement, all rude and noisy behavior in the streets, all vulgar and profane language, all improper games, and all disrespect to travellers. They shall take special pains to impress upon the minds of their scholars the importance of good manners, and the still higher value of truth, honesty and benevolence.

RULE 9. It shall be the duty of the instructors to take care that the schoolhouses, and all the public property pertaining thereto, shall receive no damage from cutting or marking or other modes of defacing and injuring the same. Their attention is also required to the proper ventilation of the school rooms.

RULE 10. The teachers of the several schools, shall prescribe such rules for the use of the yards and out-buildings, connected with their school houses, as shall ensure their being kept in a neat and proper condition.

How Do You SPELL Boots ?—A New York writer tells an amusing story of a wealthy Wall Street broker, who lives in great style in the fashionable quarter, and ranks as one of the "upper ten." It appears that he recently purchased a splendid fire proof safe, in which to secure his valuables against the devouring element, to which he had affixed that new invention for protection against thieves, called the "combination lock." Those beautiful pieces of mechanism are so extremely complicated that you may lock them, hand the key to the manufacturer even, and the chances are as one to ten thousand that he will not be able to open them. The wards and interior arrangements of these locks are alphabetically arranged, and you select a word in the language, take the letters and lock the wards answering to these letters one by one. Thus take the word *Chair*—you lock the *c*, then the *h*, then the *a*, then the *i*, then the *r*. Now it must be unlocked the same way, and unless you hit upon the exact word, you will never be able to unlock it. Well, the broker in question locked his new safe according to the word "boots," but after working at it for an hour or more the next morning, he could not unlock it, and gave it up in despair. As his funds were all locked up, (says the letter,) he had no money with which to pay notes and carry on his business that day, but, as his credit was good, he raised sufficient for the purpose by borrowing of the banks. The next morning, the manufacturer of the lock, according to request, called to ascertain the difficulty. He said he had no doubt he could unlock the safe, if the gentleman would tell him the word by which he locked it. "Boots" was the word,

and to work he went to unlock it by "b o o t s." Well, he tried, sanguine of success, but "boots" would not unlock the safe. He tried an hour, two hours, and three hours with no success. Finally, a happy thought struck him. He wiped the perspiration from his face, took a drink of water, examined the key again, and looking at the broker straight in the eye, said; "Sir, allow me to ask you how you spell boots?" "How do I spell 'boots?'" said the broker, "why I spell it right; how do you spell it?" "Oh, never mind," said the man of combination locks, "how I spell it; how do *you* spell it?" "B-u-t-s, to be sure," said the broker. "The dogs you do!" exclaimed the lock-man; "and if you spell boots *buts*, I will unlock the safe by *buts*," and he unlocked it in the twinkling of an eye.

(From the Knickerbocker.)

"LIVE TO DO GOOD."

BY GEORGE W. BETHUNE.

Live to do good; but not with thought to win
From man reward for any kindness done;
Remember HIM who died on cross for sin,
The merciful, the meek, rejected ONE,
When HE was slain, for crime of doing good,
Canst thou expect return of gratitude?

Do good to all; but while thou servest best,
And at thy greatest cross, nerve thee to bear,
When thine own heart with anguish is oppress,
The cruel taunt, the cold, averted air,
From lips which thou hast taught in hope to pray,
And eyes whose sorrows thou hast wiped away.

Still do thou good, but for HIS holy sake,
Who died for thine, fixing thy purpose ever
High as HIS throne, no wrath of man can shake.
So shall HE own thy generous endeavor,
And take thee to HIS conqueror's glory up,
When thou hast shared the SAVIOR's bitter cup.

Do nought but good, for such the noble strife
Of virtue is, 'gainst wrong to venture love,
And for thy foe devote a brother's life,
Content to wait the recompense above.
Brave for the truth, to fiercest insult meek,
In mercy strong, in vengeance only, weak.

W. N. S. N. SCHOOL.

The Members and Graduates of the W. Newton State Normal School are hereby notified, that their Triennial Convention will be held at Normal Hall, on Wednesday July 26th. The Convention will form at 9 o'clock; and the Address, by Rev. R. Waterston, will be delivered at 10, A. M. Collation at 2, P. M., with speeches and appropriate music. It is hoped that every member will be present, with the appropriate Normal Badge. Expenses to be defrayed by an assessment on the members of the Convention.

W. Newton Normal Hall, June 15, 1848.

N.B.—The next Term of the W. N. S. N. School will commence on Wednesday September 6th.

C. PEIRCE, Principal.

BY THE COMMITTEE OF ARRANGEMENTS.

 *All Communications, Newspapers, and Periodicals, for the Editor, to be addressed to West Newton, Mass.*

[THE COMMON SCHOOL JOURNAL is published semi-monthly, by WILLIAM B. FOWLE, No. 138½ Washington Street, up stairs, (opposite School Street,) Boston. HORACE MANN, Editor. Price, One Dollar a year, payable in advance.]

COMMON JOURNAL

BOSTON,



SCHOOL EXTRA.

JULY 15, 1848.

TO SUBSCRIBERS.

Since our last Extra was issued, a bill has been sent to every subscriber who was in arrears. When more than one year was due, the bill was accompanied with a circular requesting the subscriber to save *us* from the expense of employing a special collector, and from the trouble of writing any more letters, by sending the amount due, *by mail*. As one or two subscribers seem to have misunderstood the circular as threatening *legal* coercion, we take this opportunity to say, that nothing was farther from our thoughts, and the words of the circular will bear no such construction. We hope, however, that this disclaimer will not work to our disadvantage, and that those who have neglected to pay in advance for the Journal for several years will pay up, and continue their subscription, and make amends for past delay by prompt payment in future. Will not teachers make an effort to sustain the Journal by taking it, and reading it, and inviting their friends to do the same? How do school committees contrive to do without it?

The Publisher feels it to be his duty again to say that the Editor of the Journal has nothing to do with this Extra.

Subscribers are informed that the JOURNAL is a newspaper in the legal sense of the term, and is only subject to newspaper postage, while the EXTRA is by law allowed to go free.

THE CONSPIRACY AGAINST THE COMMON SCHOOLS.

We copy from the Boston Recorder an account of the doings of the General Association of Orthodox ministers in Massachusetts, at their late annual meeting. We have repeatedly hinted that a clique in Boston, composed of Matthew Hale Smith, A. W. McClure, Martin Moore, Abner Forbes, and we may now add, Selah B. Goodenow, a maniacal or demoniacal bigot of Edgartown, were endeavoring to excite their breth-

ren of the orthodox faith to active opposition against our free common school system, but we had no idea before, that Dr. Edward Beecher, and such men as are named in the account that follows, could be so far deluded as to become the instruments of such men in propagating falsehood, and in destroying a system of education that has made Massachusetts the envy and ornament of the union. The Recorder says :

"The Rev. Dr. Beecher, in behalf of a committee raised last year to consider what ought to be done for the spiritual benefit of the younger members of our congregations, presented a report, which elicited more discussion than any other subject, which came before the Association. The report begins with stating, that the committee were appointed in consequence of an apprehension of danger to our children from the existing state of our system of common schools. Those who deny the truths of evangelical religion and the inspiration and authority of the Bible are seeking to affect the whole legal system of education. "On the principle" says the report, "of rejecting all that is peculiar to any sect, all of the fundamental peculiarities of christianity are rejected, and nothing is left but such a system of natural religion as mere deists hold and teach." The organization of a Board of Education under such circumstances is spoken of as "a measure of very questionable utility." This remark includes the operations of the Secretary of the Board, and of the Normal Schools ; inasmuch as the enemies of religion have the same political right to fill the offices of Secretary and Normal teachers as any other persons, so that there is no mode of securing the appointment of individuals to whom the evangelical churches can confide the highest interests of their children. The report touches upon various plans which have been proposed for obviating these difficulties and says ; "If the system of State education is to be continued, some dangers could be avoided by abolishing the Board of Education, the Secretaryship, and the system of Normal Schools." The committee, however, feeling that the subject has not yet been sufficiently matured for action, recommends no definite course of action to the churches. They close their report with saying ; "They are, however, clearly of opinion, that the present state of things calls for a thorough investigation, by the pastors and churches of this body, of the whole subject ; and they recommend that measures be adopted by this body to direct their attention to it, so as to secure such a knowledge of facts and principles as may guide us to a wise and practicable course on one of the greatest questions of the age."

"This report was accepted and adopted by a unanimous vote; and, in accordance with its suggestions, the Rev. Drs. E. Beecher, C. Hitchcock, and A. Peters, with the Rev. Messrs. W. A. Stearns, A. C. Thompson, J. S. Clark, and L. With-

ington, were appointed a committee to investigate the subject of the connection between common school education and religion, and to report to the General Association of next year. It is a matter of devout satisfaction, that this momentous subject is thus taken up in earnest by the largest body of christians in the Commonwealth, which seems to be, at last, thoroughly aroused to the danger that infidel influences will insinuate themselves into all the ramifications of our scheme of public education. It is to be hoped that the able and impartial committee, to whom the subject is referred, will prepare the way for a safe and satisfactory result.

"The Association met next morning at 8, A. M. and was opened in the usual form.

"There was some further discussion on the subject of Dr. Beecher's report, evincing a decided resolution on all hands, to look into the merits of our system of common school education, as at present conducted."

After the above notice of the Association, the Editor of the Recorder has the following remarks.

"THE GENERAL ASSOCIATION AND COMMON SCHOOLS.—The most important feature in the doings of the General Association of Massachusetts, is the appointment of a highly respectable committee, to investigate the relations between the system of common school education and the religious interests of the young. As will be seen on recurring to our account of the proceedings, this committee was raised, in consequence of a report by a Committee chosen last year, which exposes the dangers to be apprehended from the Board of Education, its Secretary, and its Normal Schools. The Recorder has had considerable to say upon the subject; and we rejoice that the most influential and respectable ecclesiastical body in the State has so fully and unanimously sanctioned such apprehensions as we have felt it our duty to express. The work is in good hands."

In addition to this, and in corroboration of this suspicion that the five agitators whom we have named above, have moved the chief ecclesiastical body of the denomination, notwithstanding the orthodox character of the Board, the proportion being now seven to three,* and the ample security which this affords to the public, and notwithstanding the assurance of many excellent orthodox clergymen and laymen that no such conspiracy was on foot,—in addition to this confession of the crime, it may not be amiss to add that, at a late Teachers' Institute, the Rev. Selah B. Goodenow, driven to madness by his own passion, and by the hissing of a large audience, in consequence of the unqualified falsehoods which he pronounced against the Board of Education, its Secretary, and the gentleman who had charge of the Institute, incautiously declared in a threatening manner, "*That all the Evangelical denominations of Massachusetts*

* The CLIQUE declare these excellent men to be "Dough Faces."

had formed a league to put down the Board of Education, and this would be done in less than one year ! ”

We should like to see the entire Report of the Committee, but, unluckily, it is not to be printed. We have not time to enter into the discussion of the main point, whether we shall give up our common free schools and resort to sectarian schools, and we hardly need to do this, for the question has lately been handled with great power by an orthodox writer in the “New Englander,” whose essay has been reprinted in the Common School Journal, and in a pamphlet form, at our office, for gratuitous distribution. We cannot forbear remarking, however,

1st. That, as no act of the Board of Education or of its Secretary, or of any agent employed by him or them, has ever been pointed out as contrary to law, or sectarian in its bearing, the conclusion is—

That the persons, who have got up this conspiracy, have no faith in their own preaching, and their own Sunday schools, and the everlasting truth of their doctrines, and are afraid to take their chance on equal ground, with the other sects that divide the Commonwealth.

2d. That, rather than support a system which educates *the whole people*, the poor and irreligious especially, they prefer to let these all go uncared for, and only to educate *the few* in exclusive schools.

3d. Massachusetts first established Common Schools, a Board of Education, and Normal Schools, and her example has been followed by New York, Ohio, Michigan, and every New England State ; even Virginia, Mississippi, Louisiana and other southern states are attempting to do the same thing under every disadvantage. Can it be that Massachusetts has made a mistake in this matter, and is leading them all astray ?

To show the feeling of the wise and good in other states, we subjoin a few notices selected from educational papers that have been received within a few days.

At a late meeting of the State Teachers' Association at Dayton, Ohio, the Convention passed the following resolutions :

“ *Resolved*, That a well regulated and efficient system of *Common Schools* is the basis on which rests the permanency of our government, and the centre around which clusters the only hope of the patriot, philanthropist and Christian, for the perpetuity of our civil and religious privileges.

Resolved, That to give life and efficiency to any common school system, however well digested, imperiously demands the creation of the office of *State Superintendent* of Common Schools, with a salary sufficiently liberal to command the best talent in the country.

Resolved, That it is the imperative duty, and the highest interest of the State, to make the most ample provision for the

education of common school teachers, and that this can be best accomplished by the establishment of *Normal Schools*."

The Indiana State Education Society at its late semi-annual meeting passed resolutions, urging upon the people of the state a system of free schools, which were adopted by the Convention. A writer in the *Western School Journal*, a valuable Educational Journal published monthly at Cincinnati, says :

"A committee was appointed to address letters to the clergy of Indiana, requesting them at their earliest convenience, to preach one or more sermons upon the subject of education. Another committee was appointed to secure the services of some man deeply imbued with the love and the spirit of this enterprise, to devote his whole time and attention to demonstrating the excellencies of the new school law, throughout as large a portion of the State as his limited time will admit. Another committee was chosen, to confer with the editors in Indiana, requesting them in the name of the State Educational Society, to call the attention of their readers to the vital importance of voting for "free schools." An address was delivered by Mr. Jernegan, of South Bend, upon the "Reflex influence of Colleges upon Common Schools." The address was well received. Here let me say, that it is a mistaken idea, that a college education prepares a person for teaching. This opinion so universally believed, has done incalculable injury to the Common Schools of our country."

The editor of the *W. S. Journal*, after giving the above notice, says :

"The people of Indiana have held counsel together upon the subject, they are the best judges of what is suited to their own educational necessities ;—their best men, convened for the purpose, have decided upon a system of Free Schools as the means, preferable to all others, for the general education of the people, and have called upon the people to vote for it. No man in Indiana should omit casting that vote. *The question to be decided is of greater moment than who shall be President, or who shall be Congressman.* We cannot see how any citizen of the state can hesitate on which side of the question to vote. We hope to hear of a unanimous expression in favor of Free Schools,—an expression which, being acted on, will secure to the youth of Indiana a free participation in the privileges of education *as a right*, even as they have a right to water, the air, and the light.

TEACHERS' INSTITUTES.

The only Teachers' Institute that has been held in the state, this year, was convened at Edgartown, on Martha's Vineyard, towards the end of April. About fifty teachers assembled and were instructed by Wm. B. Fowle, the principal teacher ;

Miss Shaw, late of the West Newton Normal School, as assistant; and Asa Fitz in the Department of Vocal Music. At the close of the Institute, votes warmly approving the course of the teachers were unanimously passed.

The citizens of Edgartown showed every attention to the members and teachers of the Institute, providing them gratuitously with board, and attending in great numbers upon their exercises and lectures.

We hear of no preparation for Institutes the ensuing autumn, but as this mainly depends upon the teachers themselves, they have only to muster their forces and apply to the Secretary, who will, as the law requires, appoint a time and place to suit them, and provide teachers, lecturers, and a suitable room. It is to be hoped that the teachers and friends of education will not let another season pass without taking active measures to secure to the state the benefit of these meetings, which have proved so salutary to hundreds of teachers, and to those communities where they have been holden. Any information in regard to the course to be pursued in getting up an Institute will be cheerfully given at the office of the Common School Journal.

We understand that the Annual Convention of Teachers in Norfolk County will be held at Dedham, on Thursday and Friday, the 17th and 18th of August next. No one, who attended the interesting Convention last year at Quincy, will need to be asked twice to go again.

The Triennial meeting of the Graduates and Pupils of West Newton State Normal School will take place July 26th, and the annual meeting of the Bridgewater Graduates will take place in August. These meetings are exceedingly agreeable, and will do much to create that *Esprit du corps*, which alone is necessary to elevate the profession of the teacher to its proper rank.

HOLBROOK'S SCHOOL APPARATUS.

W. B. F. has become agent for the sale of Holbrook's scientific and school apparatus, the chief peculiarity of which is its simplicity and moderate expense. The apparatus consists of A TELLURIAN, which exhibits the orbit of the Earth around the Sun, and that of the Moon around both; an ORBIT PLANE, which exhibits the Solar System, so constructed that all the planets with their moons revolve around the sun; A FIVE INCH GLOBE, mounted on an inclined axis; A NUMERICAL FRAME, for the practical illustration of arithmetic; Diagrams and Solids to explain the various Geometrical Figures, the Cube Root, &c.; a neat case of Geological Specimens, &c. &c.

It is too late in the day to undertake to prove the advantage of such apparatus in the illustration of Astronomy, Geography,

Arithmetic, &c. and it is hoped that the plea of inability to purchase will be removed by this simple and cheap collection. The larger cases containing all the above, sell at \$15.00, and the smaller, which has a hanging orrery instead of the Orbit Plane, sells for \$13.50. The thousand uses to which these few pieces of apparatus in the hands of a competent teacher may be applied, must induce Committees who are really *Prudential* to procure a Case immediately.

CORNELL'S NEW TERRESTRIAL GLOBE.

The great number that we have sold of this excellent piece of school apparatus emboldens us to recommend it with great confidence to teachers and school committees, as eminently well calculated to give those simple and satisfactory illustrations of the elements of Geography and of those phenomena which arise from the relation of our earth to the sun. Summer and winter, day and night, inclination and declination, latitude, longitude, meridians, zones, the equinox, sunrise and sunset, length of days and nights, &c. &c. are all beautifully explained with this simple instrument. No school should be without this globe, and as the price is only three dollars, it is to be hoped that no district will refuse to place it where the children may be enlightened as they cannot be by a mere description from the best teacher in the world.

OUTLINE MAPS.

Notwithstanding the dissatisfaction generally felt by teachers and parents at the result of the prevalent methods of teaching Geography, and the abundant evidence we have that the Outline Maps are of immense service to both pupil and teacher, there are many towns in which no such map is to be found, and many teachers who are unacquainted with their use. To such it may be well to say, that these maps contain a bold and distinct outline of every country on the globe, on which is depicted every important river, sea, lake, strait, and other division of *water*; every island, peninsula, mountain, and other division of *land*. The boundaries of every country are distinctly colored, and the location of every large town is marked; but no names are given to any thing upon the map.

All that is permanent, therefore, and, of course, all that the child should be required to remember, may be taught on these maps from the key which accompanies each set, or learned from the geographies usually found in schools, and then recited from these maps. The wonderful effect of this mode of instruction and of review upon the activity and practical knowledge of pupils, is acknowledged by all teachers and committees, who have used them.

There are several series of these Maps for which W. B. F. is agent.

1. PELTON'S GRAND OUTLINE MAPS.

This series consists of six very large maps, highly finished, mounted, and varnished, and altogether superior in appearance to any other series in the world. The City of Boston has just placed a set of this series with a copy of Fowle's Grand Outline Map of Massachusetts, in every one of its numerous Grammar Schools. The series contains a map of the two Hemispheres, of N. America, the United States, Europe, S. America, Africa and Asia, and, suspended on the walls of the school room, they are an ornament of the most appropriate kind. The price of the series is \$25.

2. MITCHELL'S OUTLINE MAPS.

These maps consist of two series, one consisting of twenty three maps, at \$15, and the other of select portions of the larger set, at \$8.

The maps are all pasted upon cloth, and well colored, and, though less showy than Pelton's, are admirably calculated to do good service, especially in school houses of small size, as is still the case with the far greater number.

Each series contains a map of the world, of the U. States and of Europe, in large sheets, and Maps of North and South America, Asia and Africa of a size sufficiently large to be seen across a common school room. Besides these, the \$15 set has separate maps of each of the United States on a very large scale, so that those, who justly prefer a thorough knowledge of *Home*, can here acquire it.

3. FOWLE'S GRAND OUTLINE MAP OF MASSACHUSETTS.

This is probably the largest and best executed outline map in the world. It is much larger than the Grand Map published by the State a few years ago, and far preferable to it for the purpose of school instruction. Every town in the State is given, and separately colored; the principal ponds, hills, and railroads, as well as the rivers and other natural features, are drawn, and as the map is accompanied by a Book which describes every town, and is a most suitable Geography at the same time, it is to be hoped that another year will not elapse before this map will be found in every school in the State.

The Committee on Education in the legislature of 1847, were instructed to report upon the expediency of giving a copy of the State's map to every school district, but, after examining this Outline map, they reported that it was inexpedient to give

the other. They would probably have recommended this Outline map, had they not been restricted by their commission to the map which the State owned. Before the legislature can act again, a generation of children will have passed from school, ignorant of their native state, unless the towns supply their schools, for it is a notorious fact that, excepting the Geography of the author of this Outline map, no Geography used in our schools spends two pages on Massachusetts!

This map also contains an exact *Fac Simile* of a map of Massachusetts, engraved at London in 1634, when there were less than a dozen towns in the State, and also a *Fac Simile* of a curious map of the State engraved in this country, in 1674, intended to show the ravages committed in the great Indian war with King Philip of Mt. Hope. These curious relics alone are worth the price of the whole map, which, elegantly mounted, colored and varnished, is only \$5.

NEW SERIES OF READING BOOKS.

School Committees and Teachers intending to change their reading class books, are informed that a new series is in preparation by the *Rev. Mr. Pierpont*, whose former series was the model of all that have been made for a quarter of a century, and has never been equalled by any of its imitators and successors.

The high reputation of Mr. Pierpont as a reader and a scholar, and the certainty that what he shall prepare will be superior to any series yet prepared, should induce those who look to a change, to wait until this new series appears. Besides the usual variety of Reading Books, the new series will contain a new *Speaker*, and will embrace the *Common School Speller* of Wm. B. Fowle, which is so rapidly displacing the Spelling Books, that have too long prevailed in New England.

TEACHERS' AGENCY.

At the earnest solicitation of many teachers and school committees, the subscriber has been induced to open an AGENCY for the purpose of supplying Teachers with schools, and schools with Teachers.

It is difficult to determine at first in what manner this can best be done, but a little informal experience during the last six months has induced the subscriber to prepare two RECORD BOOKS, in one of which applications for Teachers may be entered, and in the other, applications for Places. As the mere Record must be attended with some trouble, a fee will be charged for it, which, to subscribers to the Common School Journal, will be fifty cents, but to nonsubscribers one dollar. This fee will entitle the applicant to a view of the Record, and to such other information as the subscriber may have from other sources, and

no other charge will be made, unless letters are to be written, or other services rendered, and for this, of course, a reasonable compensation will be expected.

Teachers who cannot apply in person, may send testimonials, to be shown to Committees; and those wanting teachers are requested to be particular in regard to requirements, wages, time, &c. &c. When the applicant is personally known, the Agent may speak in his behalf, but the main object of the agency is to introduce the parties to each other, and leave them to negotiate for themselves.

The long experience of the subscriber as a teacher; the convenient position of his store, which has long been a sort of rendezvous for teachers, and persons concerned in public and private schools; and his very extensive acquaintance with the schools and teachers of New England, seem to fit him for the task he has undertaken. He cannot, of course, insure teachers or places to all who apply, but he may do much by way of advice, even when he fails to procure for them all that is wanted.

As the school season is approaching, early applications, especially from Committees, are requested. All written applications must be post paid. The agency is an experiment whose success must greatly depend upon extensive patronage.



No. 1.

SCHOOL CHAIRS.

WILLIAM G. SHATTUCK,

No. 80 COMMERCIAL STREET, BOSTON.

Keeps constantly for sale

SCHOOL CHAIRS OF VARIOUS PATTERNS.



No. 2.

His *Primary School Chairs* were got up for the special use of the Boston Primary Schools, to which at least 7,000 have already been supplied. Some of these have been in wear seven years, and are still in excellent order; indeed, there is no reason why chairs of such materials and workmanship should not serve seven generations of school children as well as one.

The 1st pattern has a *Shelf* under the seat, and the 2d, a *Rack* on the side of the chair, to hold books, slates, &c. The latter pattern is that used in the Boston schools. This chair is secured by application for letters patent.

The Committee on Schoolhouses, in their Report of September, 26, 1844, say, "In the construction of seats for a schoolroom, there are many considerations to be attended to, involving the convenience, comfort, health, and even life of

those who occupy them." After citing the remarks of Dr. Warren, Dr. Woodward, and Dr. Smith, in proof of this assertion, the Committee say, "With these views of the importance of the subject referred to them, the Committee have examined the various kinds of seats now used in schools, and, after considering the merits of each, and ascertaining the opinions of teachers who have tested them, they have unanimously decided to recommend to the Board as THE BEST SEATS, and superior to any others within their knowledge, the chairs with arms that have been already introduced into our schools."

The Mechanic Association, also, at their great Exhibitions, in September, 1844, and 1847, awarded DIPLOMAS for these chairs. Their report says, "These chairs are a great improvement upon the seats formerly used. They are also very cheap, costing from 55 to 65 cents each, neatly painted, varnished and numbered in bronze figures. The teachers who have used them, prize them highly."

These chairs have been introduced into the cities of Roxbury, Cambridge, and Charlestown, and into several of our largest towns.

Besides these *Primary* School Chairs of which he has other patterns, and which he can modify so as to suit Committees, the manufactory, which is by water, being entirely under his control, W. G. S. also manufactures a variety of

GRAMMAR SCHOOL CHAIRS,

Of which specimens may be seen at his store, with or without iron standards, the prices varying from 60 cents to \$1.20, according to the pattern, materials, and style of finishing. W. G. Shattuck also furnishes SCHOOL DESKS, of various patterns, and of warranted workmanship, at rates as low as they can be purchased for any where else.

ORDERS addressed to WM. G. SHATTUCK, No. 80 Commercial Street, or to WM. B. FOWLE, 138½ Washington Street, will be promptly attended to.

A REQUEST.

As the subscriber has taught at nearly all the Institutes that have been held in Massachusetts, and at several in Maine, New Hampshire, New York and elsewhere; and, as his views of the proper subjects to be taught, his manner of teaching, and his system of government and discipline are somewhat peculiar, it would give him great pleasure, and he would esteem it a great favor if each of the young teachers whom he has had the honor to meet at the Institutes would write him a letter, stating his or her opinion of the instruction so given, and particularly in what respects and to what extent his or her previous method of teaching has been modified by the instruction received, and the result of the modification, whether favorable or otherwise, especially in discipline, the use of monitors, and the teaching of Geography, Grammar, Drawing, Reading, Spelling, &c. The subscriber will cheerfully pay the postage of all such letters.

WM. B. FOWLE.

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The Common School Speller is recommended by Mr. Mann, in his Lecture on Spelling Books, and in "The School and Schoolmaster," by George B. Emerson and Dr. Potter. It is used in Salem, Newburyport, Portsmouth, Portland, Bangor, Providence, Cambridge, Lynn, Springfield, Manchester, Nantucket, New Orleans, St. Louis, and hundreds of other towns and cities. Nominal or trade price, 20 cents.

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